

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Webster University		
Respondent name and title:	Carol B. Irvin Coordinator Teacher Certification		
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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>	
Institution Name	Webster University	
Institution Code	6935	
State	Missouri	
Number of Program Completers Submitted	85	
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	84	Statewide

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	10	10	100%	96	95	99%
Biology: Content Knowledge, Part 1	231	2	2	100%	62	58	
Early Childhood Education	020	6	6	100%	295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	28	27	96%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	6	6	100%	192	191	99%
French: Content Knowledge	173	1	1	100%	11	10	91%
Mathematics: Content Knowledge	061	3	3	100%	97	91	94%
MS English-Language Arts: Content Knowledge	049	4	4	100%	31	30	97%
MS Science: Content Knowledge	439	1	1	100%	39	97	95%
MS Social Studies: Content Knowledge	089	2	2	100%	41	40	98%
Music Education: Content Knowledge	113	5	5	100%	124	124	100%
Social Studies: Content Knowledge	081	3	2	67%	276	270	98%
Spanish	190	1	1	100%	1		
Spanish: Content Knowledge	191	1	1	100%	30	27	90%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							
Special Education	350	9	9	100%	171	165	94%
Special Education: Preschool/Early Childhood	690	2	2	100%	7		

<b>Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program</b>							
<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
<b>Institution Name</b>	Webster University						
<b>Institution Code</b>	6935						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	85						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	84						
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<b>Statewide Pass Rate</b>	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	73	70	96%	3275	3155	96%	

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	11	11	100%	156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	84	81	96%	3711	3575	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: 1179 (undergraduate and post-baccalaureate full and part time)

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? 93

3. Please provide the numbers of supervising faculty who were:

7 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

12 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: 19

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 4.89/1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **10-16\***. The total number of hours required is **350-560\*** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
☒ Yes ☐ No
7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

\* Differing numbers per week are required for certification areas. These programs require a minimum of 16 weeks: Special education, Art, Music, Early Childhood, Foreign Language (French & Spanish). 10 weeks: Unified Science/Biology, Math, English, Social Studies, Middle School.

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

#### **A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

#### **B. Missouri has asked each institution to include at least the following information.**

##### **1. Institution Mission**

Webster University is an independent, comprehensive, nondenominational, multicampus, international university with undergraduate and graduate programs in various disciplines, including the liberal arts and sciences, the fine and performing arts, teacher education, communications, and business and technology.

Webster University combines the cultural, intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future. In doing so, Webster University:

- Creates a student-centered environment accessible to individuals of diverse ages, cultures, and socioeconomic backgrounds.
- Sustains a personalized approach to education through small classes and close relationships among faculty and students.
- Develops educational programs that join theory and practice and instill in students the spirit of systematic inquiry.
- Encourages creativity, scholarship, and individual enterprise in its students and faculty.
- Promotes international perspectives in the curriculum and among students and faculty.
- Encourages in its students a critical cast of mind, a respect for diversity, and an understanding of their own and others' values.
- Fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world.
- Educates diverse populations locally, regionally, nationally, and internationally.
- Strengthens the communities it serves through support of civic, cultural, corporate, and education organizations.

Webster University was established in 1915 in Webster Groves, Missouri. The University now serves students at its home campus, at four locations in metropolitan St. Louis, on military bases across the United States, and at campuses in 28 other cities. Webster University has four European campuses and campuses in Bermuda, in China, and in Thailand.

##### **2. Educational Philosophy**

Webster University's major objective is to provide individuals with the educational foundation necessary to meet the demands of contemporary society. Webster University believes in the value of a liberal arts education that introduces the students to a range of ideas and vocational or professional options. The institution's aim is to prepare individuals for life and work by teaching a variety of skills that can be applied in a number of

occupational settings. The flexible design of Webster's undergraduate program enables individuals to pursue defined career goals within the context of a liberal arts curriculum.

Webster's baccalaureate programs consist of a general education component, a major, and elective courses. Students have the opportunity to select substantial parts of their curriculum to best develop and fulfill individual goals and objectives. Courses are carefully chosen during registration in consultation with the student's academic advisor, normally a member of Webster's faculty. This system, combined with Webster's small classes, provides students with personalized attention and close interaction, and encourages both academic growth and personal development.

### **General Education Goals**

A coherent baccalaureate program provides opportunity for the study of a discipline in depth while at the same time helps students to obtain a broad general education within the context of their individual goals. Webster University acknowledges that the ideal components of general education can be addressed throughout the curriculum and that this learning may occur in a variety of ways. The University requires all baccalaureate students to complete a general education program. The following nine goals are the framework for this program:

1. **Critical Thinking** (a systematic method of examining and evaluating arguments).
2. **Communication** (writing and speaking that are clear, concise, and accurate when conveyed to a broad audience).
3. **Historical Consciousness** (recognition of causes, relationships, and sequences within seemingly random social and historical events).
4. **Humanities** (analysis of the themes of human experience through the legacy of great works and ideas). and beliefs relevant to individual and social choices and actions).
6. **Cultural Understanding** (examination and comparison of international and/or diverse cultures).
7. **Arts Appreciation** (recognition of artistic expressions gained through analysis, reflection, or practical experience).
8. **Scientific Understanding** (analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world).
9. **Mathematics** (recognition of the value and beauty of mathematics, as well as the ability to use geometric, algebraic, or numerical reasoning).

Webster University is committed to the ideas that these processes, methods, experiences, and skills can be acquired by individuals in a variety of ways, in numerous fields of study, and at varying time in their academic lives.

### **3. Conceptual Frameworks**

Goals for Learning

Webster University School of Education Graduates

We want our students to:

- \* demonstrate knowledge of subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship (emphasis on the social construction of knowledge)
- \* participate in a community of learners including students, colleagues, and families (emphasis on collaboration, valuing multiple perspectives, building sense of community in the classroom, and understanding the child within the context of family and community)
- \* use "authentic" assessment to inform teaching and learning (emphasis on observation, documentation, informal and formal assessment techniques, self-assessment to record and support learning)
- \* engage in reflective inquiry about teaching, learning, and school systems and school communities in order to contribute to the profession

and be an agent of change.

- \* demonstrate respect for diversity through responsive teaching that recognizes individual differences

We also believe in learner-centered instruction, collaborative learning, problem-based learning, building on prior learning, action research, and teachers and children as co-learners.

#### **4. Program completers who teach in the private schools and out of state**

<b>Private Schools:</b>	<b>3</b>
<b>Out-of-State:</b>	